

AN ANALYSIS OF THE DECISION MAKING  
PROCESS USED BY UNIVERSITY ADMINISTRATORS  
ON SELECTED ISSUES IN HIGHER EDUCATION

BY

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BY

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Major Department: Educational Administration  
and Supervision

The purpose of this study was to test the political decision making model of Victor Baldrige by comparing this model to Weber's bureaucratic decision making model and Millett's collegial decision making model. Three administrative positions within higher education were selected for investigation: chief business affairs officers, chief academic affairs officers and chief student affairs officers. Three types of postsecondary institutions were selected for investigation: private baccalaureate degree granting, public baccalaureate degree granting and public community colleges.

To collect data relevant to the focus of this study, the researcher developed an instrument consisting of several critical incidents depicting realistic problems in higher education. The instrument was mailed to a randomly selected sample of 270 administrators. The sample

was composed of three types of administrative positions by three types of postsecondary education institutions, with a population of 30 administrators in each group. The sample was taken from selected higher education institutions in the Southern United States.

A two-way analysis of variance was calculated to determine if significant differences existed. If a significant difference was found, the Duncan multiple range test was used to determine where the significant differences existed. A chi-square for each response was calculated to determine if differences existed on individual response items or if the differences were cancelled by the non-significant items in the mean analysis.

The statistical analysis indicated the following major findings:

1. Baldrige's political decision making model did not emerge as the dominant model used by administrators. The study indicated that all three decision making models (bureaucratic, collegial and political) were useful and provided a framework by which administrators made decisions.
2. Chief academic affairs officers and chief business affairs officers do not differ significantly from each other in their use of bureaucratic decision making but both are significantly more likely to use bureaucratic decision making than chief student affairs officers.

3. Administrators in private baccalaureate degree granting institutions are significantly more likely than administrators in public community colleges and public baccalaureate degree granting institutions to use collegial decision making.
4. Administrators in public community colleges and public baccalaureate degree granting institutions do not differ significantly in their use of political decision making but both are more likely to use political decision making than administrators in private baccalaureate degree granting institutions.
5. Chief business affairs officers tended to be more bureaucratic in their decision making than collegial and political.
6. Chief academic affairs officers tended to be more bureaucratic and collegial in their decision making than political.
7. Chief student affairs officers tended to be more collegial in their decision making than bureaucratic and political.

## CHAPTER I

### INTRODUCTION

Higher education in the 1980s faces increasing challenges and concerns. Declining enrollments, reductions in resources available to education and decreasing institutional autonomy are but a few problems facing higher education administrators. In the final report to the Carnegie Council on Policy Studies in Higher Education, Three Thousand Futures (1980), Kerr refers to these concerns as fears, and urges administrators to engage in careful, long range planning. Other publications, including the Carnegie Council on Higher Education report, Priorities for Action (1973), Ebel's, The Art of Administration (1978) and Hogkinson's and Bloy's, Identity Crisis in Higher Education (1971) describe similar concerns for higher education and for college and university administrators.

The ways in which these administrators react to these critical issues will have an important effect on the successful operation of their institutions and will affect students, faculty, staff, and ultimately all of higher education. The importance of administrators to higher education has been well documented. Roy, in the Administrative Process,

(1958) says, "administration is an art, refined and matured in the clinic of experience" (p. 3). Other authors, including Nunnery and Kimbrough (1976), Morphet, Johns and Rellers (1967), and Balderston (1975), have supported the notion that administrators play a key institutional role and that the study of administration is critical to the success of higher education.

How can higher education administrators cope effectively with the problems currently facing higher education? Simon (1959) suggests that decision making is "the heart of administration" (pp. XIV), and can indeed make a difference in the successful resolution of concerns facing higher education. Griffiths (1959) states, "decision making is central to administration and is more important than other functions" (p. 74). Consequently, a key to coping with the pressures, "fears" and problems facing higher education administrators today and in the future is understanding of how these individuals make decisions. If a better understanding of how decisions are reached can be made, improvements in the decision making process may result and this may have a significant impact on resolving the issues facing higher education today, and in the future.

#### Statement of the Problem

The purpose of this study was to test the decision making model as described by Victor Baldrige (1971), in order to determine whether Baldrige's decision making model is supported by the responses of administrators in three types of positions (chief business affairs officer, chief academic affairs officer and chief student affairs

officer) at three types of institutions (public baccalaureate degree granting colleges, private baccalaureate degree granting colleges, and public community colleges). The study further tested Baldrige's decision making model by contrasting this theory to Millett's (1962) collegial decision making model and Weber's (1947) bureaucratic decision making model. Specifically, the following questions were addressed in this study:

1. What are the differences in the decision making process among the three administrators according to their assigned area of responsibility?
2. What are the differences in the decision making process among the three administrators by institutional type?
3. Do the decision making processes used by the three administrative positions support either Baldrige's, Weber's or Millett's decision making model?

The following null hypotheses were developed and tested in this study:

Hypothesis 1. There is no two way interaction between type of administrator and type of institution regarding use of the bureaucratic decision making model.

Hypothesis 2. There are no differences among administrators in the three institutional positions regarding their use of the bureaucratic decision making model.

Hypothesis 3. There are no differences by type of institution among administrators in the three types of institutions regarding their use

of the bureaucratic decision making model.

Hypothesis 4. There is no two way interaction between type of administrator and type of institution regarding use of the collegial decision making model.

Hypothesis 5. There are no differences among administrators in the three institutional positions regarding their use of the collegial decision making model.

Hypothesis 6. There are no differences by type of institution among administrators in the three types of institutions regarding their use of the collegial decision making model.

Hypothesis 7. There is no two way interaction between type of administrator and type of institution regarding use of the political decision making model.

Hypothesis 8. There are no differences among administrators in the three institutional positions regarding their use of the political decision making model.

Hypothesis 9. There are no differences by type of institution among administrators in the three institutional positions regarding their use of the political decision making model.

### Theoretical Background

The theory tested in this study was the political decision making model developed by Baldrige (1971) and later elaborated by Baldrige and Riley (1977). Baldrige postulated that decisions made by higher

education administrators are political in nature and that the university is best understood as a political institution.

Baldrige (1971), in his work Academic Governance, states, "when we look at campuses today we see neither the rigid formal aspects of bureaucracy nor the calm, consensus directed elements of an academic collegium. On the contrary, student riots crippled the campus, administrators defend their traditional positions and external interest groups and irate governors invade the academic halls. These groups articulate their interests in many different ways, bringing pressure to bear on the decision making process. All of this is a dynamic process clearly indicating that the university is best understood as a politicized institution (p. 8). Baldrige further states, "the bureaucratic and collegial models should not be completely cast aside, as both offer helpful suggestions about the organizational nature of a university. However, by themselves, they gloss over the essential aspects of the university's structure and decision making processes" (p. 81).

A more detailed description of the political, collegial and bureaucratic decision making models, together with major studies conducted about them, can be found in Chapter II.

### Delimitations

There were two major delimitations associated with this study:

1. The critical incidents used in the study to describe administrative problems are limited to administrative activities as defined by Gulick's and Urick's (1937) administrative model "PODSCORB,"

(planning, organizing, directing, staffing, coordinating, reporting and budgeting).

2. This research is confined to only three areas of administrative responsibility in higher education: academic affairs, business affairs, and student affairs.

### Limitations

This study has limitations which should be recognized. They are as follows:

1. Since there is no established or standardized instrument which can be used for this research, the researcher developed an instrument tested by a panel of expert judges.
2. The population selected for this study included those institutions in the Southern United States (Virginia, Kentucky, South Carolina, North Carolina, Mississippi, Texas, Louisiana, Alabama, Georgia, and Florida) and which appeared in the 1983-84 edition of the Education Directory of Colleges and Universities.

### Assumptions

The following assumptions were made in conducting this research:

1. Comparative decision making processes can be analyzed relative to bureaucratic, collegial, and political orientations among practicing administrators.
2. The expert judges are capable of evaluating the critical incidents and the three types of decision making responses for each incident.

3. The instrument developed and tested was appropriate for identifying the three decision making models.

#### Definition of Terms

Decision Making. "Decision making is a judgement made relative to affairs that influence the course of action that follows and the acts necessary to put the decision into effect" (Griffiths, 1959, p. 74)

Critical Incident. "A critical incident is an abbreviated case study which provides managers with challenges similar to the real world environment" (Deitzler and Schilliff, 1977, p. XVII).

Bureaucratic. This decision making mode assumes that institutions are networks of social groups dedicated to limited goals and organized for maximum efficiency. The structure is hierarchial and is tied together by formal chains of command and systems of communication. Regulation of the institution is based on the concept of legal rationality (Baldrige, 1971, p. 2).

Collegial. The decision making mode assumes that a community of scholars exists and should participate fully in the administration of the institution. Under this concept, the community of scholars would administer its own affairs and bureaucratic rules would have little influence (Baldrige, 1971) p. 5).

Political. This decision making mode assumes that the institution is fragmented into many interest groups or power blocks and that these small groups govern most of the decisions made by administrators of higher

education institutions (Baldrige, 1971, p. 10).

Chief Student Affairs Officer. The highest ranking administrator at each institution is the person whose major responsibility is the management of non-classroom activities and services for students. This person will have the title of Vice President or Dean for Student Affairs or Chief Student Personnel Officer.

Chief Business Affairs Officer. The highest ranking administrator at each institution is the person whose major responsibility is the management of the budget and related fiscal activities. This person will have the title of Vice President for Business or Administrative Affairs or the Chief Business Affairs Officer.

Chief Academic Affairs Officer. The highest ranking administrator at each institution is the person whose major responsibility is the management of classroom and research activities. This person will have the title of Vice President for Academic Affairs, Provost or Chief Academic Affairs Officer.

### Research Methodology

The major purpose of this study was to test the decision making model as described by Victor Baldrige (1971) and to determine whether Baldrige's decision making model is supported by the responses of administrators in three types of positions at three types of institutions. This section of the chapter is divided into three parts: the selection of the research sample, the instrumentation and the data collection, and the data analysis.

### Selection of the Research Sample

The institutions used in this study were randomly selected from a population of institutions located in the Southern United States (Virginia, Kentucky, Tennessee, South Carolina, North Carolina, Louisiana, Texas, Mississippi, Alabama, Georgia, and Florida) as defined by the Southern Association of Colleges and Schools which appeared in the Education Directory of Colleges and Universities. Three steps were taken in this selection process. First, the institutions in the population were classified into three categories: public community colleges, public baccalaureate degree granting colleges, and private baccalaureate degree granting colleges. Second, by means of a table of random numbers and a random selection process with replacement, the researcher obtained a sample of 270 administrative titles, 90 vice presidents for business affairs (30 from each institutional category), 90 vice presidents for academic affairs (30 from each institutional category), and 90 vice presidents for student affairs (30 from each institutional category).

Third, the researcher used the Yearbook of Higher Education (1983-84) to obtain the names and addresses of the persons in each of the 270 administrative lines.

### Instrumentation and Data Collection

A survey instrument was developed by the researcher. Information regarding the development and validation of the instrument is included in Chapter III. The critical incident approach was the method used in the

development of the instrument. Flanagan (1966) suggested that if enough such incidents were collected, reasonably complete categories of effective decisions could be derived which could then be used as a basis for measurement. A total of 13 critical incidents was developed using Gulick's and Urick's (1937) "PODSCORB" model as the basis for the incident. For each critical incident three decision making responses were written, each response reflecting one of the three decision making processes being tested. A panel of expert judges, listed in Appendix C, was used to test and validate the instrument.

Each of the 270 administrators was mailed a copy of the survey for collection of the data. An accompanying cover letter (Appendix A) signed by Dr. James Wattenbarger, Director, Institute of Higher Education, indicated his support for the research. Respondents were provided with a self-addressed, stamped envelope for the purpose of returning the survey. Each survey was coded to reflect administrative type and institutional type and to determine whether a second mailing was necessary. A second mailing was sent to nonrespondents with a copy of the survey and cover letter (Appendix B). This letter urged their participation and was accompanied by a self-addressed, return stamped envelope.

#### Treatment and Analysis of the Data

Administrators participating in the research were asked to rank order the responses to each critical incidents. The purpose by rank order reflected the following:

1. That response which is MOST reflective of your position.
2. That response which is MODERATELY reflective of your position.
3. That response which is LEAST reflective of your position.

The data from each survey (rank-ordered responses, type of institution, and administrative position) were placed on data processing sheets for input into the statistical analysis system (SAS). This programming system was used for statistical treatment of the data.

The two-way analysis of variance (ANOVA) was computed using a .05 level of probability. The purpose of the ANOVA was to determine if one of the three decision making models was used more by administrative position or by institutional type or both. The researcher rejected the null hypothesis if a probability of less than .05 did occur. If a null hypothesis was rejected, the researcher used the Duncan multiple range test to find out exactly where the significant differences existed. A Chi-square for each response was calculated to determine if administrators differed significantly on individual response items or if the differences were cancelled by the non-significant items in the mean analysis generated by the ANOVA. The Statistical Analysis System (SAS) program performed all statistical calculations.

#### Organization of the Study by Chapters

Chapter II is a review of the related literature and includes a review of the three decision making models used in this study: the collegial decision making model, the bureaucratic decision making model and the political decision making model.

Chapter III reviews the development and validation of the research instrument and includes the selection of the critical incidents, the construction of the decision making responses and the validation of the response items.

Chapter IV includes the presentation of the data and the results of the study.

Chapter V presents the summary and conclusions, and includes suggestions for further research.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

This chapter presents the review of the literature. The researcher tested the political decision making model of Victor Baldrige by comparing this model to Weber's bureaucratic decision making model and Millett's collegial decision making model. Thus, the review of the literature pertains to the following three areas: the bureaucratic decision making model, the collegial decision making model and the political decision making model.

#### Bureaucratic Decision Making

This section represents a description of the bureaucratic theory of decision making as outlined by Weber. Several empirical studies which test this theory are discussed, and studies which relate the applicability of this decision making model to institutions of higher education are also presented.

Max Weber (1947), the "father of bureaucracy," is well known for his fundamental concept of rational legal authority. This concept has been the foundation for subsequent research and theory concerned with bureaucratic decision making. Weber's concept of rational legal authority viewed bureaucracy as the most pure form of such authority. The major elements of bureaucracy identified by Henderson and Parsons (1947) are listed below:

1. A continuous organization of official functions bound by rules.
2. A specified sphere of competence which involves: an obligation to perform functions which have been marked off as part of a systematic division of law, the provision of the incumbent with the necessary authority to carry out these functions, and the necessary means of compulsion that are clearly defined.
3. The organization of offices follows the principle of hierarchy; that each lower office is under the control and supervision of a higher one. There is right to appeal and a statement of grievance from the lower to the higher.
4. The rules which regulate the conduct of an office may be technical rules or norms. In both cases, if their application is to be fully rational, specified training is necessary.
5. In the rational type it is a matter of principle that the members of the administrative staff should be completely separated from ownership of the means of production or administration.
6. In the rational type case, there is also a complete absence of appreciation of his official position by the incumbent.
7. Administrative acts, decisions and rules are formulated and recorded in writing, even in cases where oral discussion is the rule or is even mandatory.
8. Legal authority can be exercised in a wide variety of different forms. (p. 330)

According to Weber, bureaucracy was one of the significant structures that has furthered the development of rationality.

In addition to Weber, other researchers have contributed to the understanding of bureaucracy. Pugh and Hickson (1976) developed an empirical analysis of the structured variables of bureaucratic organizations. Known as the Ashton Studies, Pugh and Hickson tested five bureaucratic features of Weber's theory. These five elements outlined by Pugh and Hickson are specialization, standardization, formulation,

centralization and configuration (p. 43). The findings of Pugh and Hickson indicated that the five elements could be classified into two predominant dimensions: (1) the structuring of activity factor, and (2) the concentration of authority factor (p. 157). Pugh and Hickson found that some organizations had more elements of bureaucracy than others and thus challenged the unitary concept of Weber. The Ashton Studies pointed out that an organization with more specialists tended to have more standard routines, more documentation and a larger supportive hierarchy (Pugh and Hickson, 1976). The Ashton Studies found that centralization and autonomy were opposites in that as decisions were centralized or referred to upper levels, the autonomy of a particular organization declined.

Holdaway, Newberry, Hickson and Heron (1976) abbreviated the Ashton instrument and tested it on four Canadian Colleges and Institutes of Technology. The significance of this study was that it was the first attempt to use the Ashton scale on an educational institution. The Holdaway et al. study was an attempt to use the basic Ashton methodology to differentiate among four types of similar institutions. An important similarity found by Holdaway et al. was that autonomy and centralization were negatively correlated. Holdaway et al. also found that different patterns among some scale items emerged in educational organizations when contrasted to the business organizations in the Ashton Studies. The author speculated that this may be because the educational organizations were more homogeneous than those in the Ashton sample.

Blau (1973), using a different methodology, conducted a study relating academic organizations to other types of organizations. Blau's study, The Organization of Academic Work, tested the question: do specific theoretical assumptions and the empirical relationship used to test these assumptions produce formal structured patterns in academic institutions similar to those produced in other bureaucracies? The issue as stated by Blau was: "the basic problem under investigation is how the organization of an academic enterprise affects academic work and how the administrative structure established to organize students and faculty in a university influences academic pursuits" (p. 8). Blau found that universities and colleges have administrative structures similar to those of other bureaucracies. In Blau's view, the degree to which decisions were centralized reflected the degree to which the decision making model was bureaucratic. Blau found that

1. educational policies were less centralized in institutions with superior reputations.
2. centralization of educational matters had a minimal relationship to either the degree to which faculty appointments were centralized or the extent of a president's authority.
3. a highly active faculty governance system curtailed bureaucratic centralization of policy matters.
4. a high administrative-faculty ratio fostered centralization. (p. 250)

With reference to bureaucratic structure, Blau's research indicated that

1. the size of an institution correlated highly with academic division of labor into departments and horizontal differentiated in major units such as colleges and schools.
2. large universities and colleges had a more complex structure than did small colleges.
3. the faculty administrative ratio was higher in small colleges than it was in large universities.
4. an impersonal bureaucratic administration was less likely to have centralized control than was an administration exhibiting strong paternalistic elements.
5. a large administrative structure strengthened centralized authority.
6. extensive administrative use of computers caused human relationships to seem more mechanical. (p. 279)

In another finding related to bureaucracy, Blau concluded that large academic institutions were, in most cases, structured less bureaucratically than small ones. Evidence gathered by Blau suggested in large institutions there was less centralized authority and innovation in new fields occurred because departments were added. Blau found that such bureaucratic features as a multi-level hierarchy, a large clerical staff, and a high rate of presidential involvement promoted centralization rather than decentralization.

Riley and Baldrige (1977) summarized, in a different study, the bureaucratic elements in higher educational institutions as follows:

1. A university, like other bureaucracies, is an organization under state charter.
2. There is a formal hierarchy and there are rules identifying the relationship between offices.

3. There are formal channels of communication.
4. There are definitive authority relationships.
5. Much of the work is governed by formal policies and rules.
6. Registration, record keeping, graduation requirements, and other activities which process individuals are the most apparent bureaucratic elements of the university.
7. Bureaucratic decision making processes are most often used by officials delegating responsibility through the formal administrative structure. (p.10)

Riley and Baldrige assumed that the decision making was rational and was concerned with standard operating procedures. Their discussion of bureaucracy was not tested empirically but was descriptive. Baldrige, Curtis, Ecker, and Riley (1978) measured bureaucracy by testing faculty participants using three questions: first, whether or not the faculty contract was specific about academic work to be performed; second, whether course work was assigned by the administration or whether they chose their teaching assignments; and, third, whether or not the university had strict accounting procedures regarding travel. The assumption was made that these questions were directly related to the work environment. The results indicated that the greatest differences existed between elite institutions and less prestigious institutions. Fewer rules existed in prestigious institutions than in community colleges. The only two types of institutions that had fewer travel regulations were elite liberal arts colleges and private multi-universities.

The Baldrige et al. study indicated that institutions that had more expert faculty had stronger departments based on evaluations of peers, course control, autonomy in decisions regarding promotion, faculty appointment power, and budgetary allocation responsibility.

Baldrige et al. used three concepts to explain the differences in bureaucratic structure among colleges and universities; first, there was a positive relationship between strong external environmental influences and greater bureaucracy--strong external influence reduced autonomy; second, faculty expertise increased autonomy and reduced bureaucracy; third, large institutions were able to buffer environmental pressures better, thus maintaining more faculty autonomy.

For the purpose of this study, the literature on bureaucratic decision making provided the basic concept (Weber, 1947), the methodology (Ashton Studies), empirical evidence challenging theory (Ashton Studies), and the application of bureaucratic research to colleges and universities (Holdaway et al., (1974), Blau, (1973), Baldrige et al., (1978).

No studies were found that compared the bureaucratic decision making process to the collegial decision making process and the political decision making process by comparing higher education administrators by area of responsibility (academic affairs, student affairs, and business affairs) or higher education administrators by institutional type (four year private, four year public, and community college).

### Collegial Decision Making

This section presents descriptions of the collegial decision making model, a collegial university model, and research that applies the model to higher education. Also discussed are differences between the collegial and bureaucratic decision making models.

The collegial decision making model was outlined by Riley and Baldrige (1977) under three main headings; first, collegial decision making is fully participatory and not hierarchial as in the bureaucratic model; second, the collegial model is supported by the literature on professionalism because it stresses the educator's right to make decisions within his/her area of competency (faculty are major participants in the decision making process and third, the collegial view serves as an alternative to the bureaucratic model.

Millett (1962), a supporter of collegial decision making, has argued that

"the concept of community presupposes an organization in which functions are differentiated and in which specialization must be brought together in a harmonious whole. But this process of bringing together, of coordination if you will, is achieved not through a structure of super-ordination, and subordination of persons and groups, but through a dynamic of concensus" (p. 57).

Millett (1974) stressed wide participation in decision making through the departmental unit and in matters that are administrative Millett emphasized extensive consultation and effective communication. Millett introduced the academic "community council" which was based on a common commitment among all members within the college or university.

Demerath, Stevens, and Taylor (1976) saw participants in the collegial decision making process as faculty members who served on committees which affected policy and administrators who remained active as scholars and teachers. Demerath et al. viewed specialists who did not participate in aspects of the university except academic work and administrators who remained in their own area as nonparticipants in the institutional decision making process.

The Demerath et al. study examined a sample of thirty universities, with a focus on departments, chief executive officers of forty-five major universities, and one institution in depth by the use of a case study. The study assumed that a mix of bureaucratic and collegial decision making elements was necessary in the governance of a university. The principal implications of the study were that

Universities adapting to societal needs cannot rely on bureaucratization of structure, upon more formal organization or upon more line administrators with greater official authority. No large enterprise with as many varied functions as the major university which performs under the omnibus headings of teaching, research, and service can operate effectively without formal structure and line managers to perform the organization's tasks. At the same time there are equally compelling reasons today for a complementary social ordering that is designed to make university management more responsive to the needs and interests of academicians. This can be done by means of clear and known procedures which serve to define the faculty's participation in policy making. (p. 216)

Parsons and Platt (1971) studied several colleges and universities and assumed that departments and other faculty academic organizations

were collegial. Their study viewed the structure of collegiality as a combination of association and occupation. To them the academic value system was a role system related to a broader social value system. The term "cognitive rationality" was used by Parsons and Platt to describe a major value that had been institutionalized. This value pattern linked the personality, social, and cultural systems. In an academic context the commitment and implementation of this value system shaped a participant's priorities. Parson and Platt saw the major value pattern in academic institutions as academic freedom and defined it as "the normative condition for opportunity and obligation to contribute to the advancements, transmission, and application of knowledge" (p. 39). In summary, Parsons and Platt claim

that the academic faculties tend to be more associational and collegial than bureaucratic, and that the principal mechanism of their operation in the service of the implication of commitment to academic values is influence rather than political type power.

Burns (1976) presented a summary of the important characteristics of both the bureaucratic and professional (collegial) aspects of an organization. The main elements are as follows:

#### Bureaucratic or Mechanistic

1. Specialized differentiation of functional tasks.
2. Abstract individual tasks.
3. Performance reconciliation by immediate supervisor.
4. Precise definition of role rights, obligations and technical methods.

5. Rights, obligations, methods translated into position.
6. Hierarchical control, authority and communication structure.
7. Exclusive top hierarchical knowledge.
8. Vertical interaction.
9. Work and operations governed by supervisors.
10. Insistence on loyalty and obedience.
11. Local rather than cosmopolitan orientation.

Professional or Organismic

1. Special knowledge and experience contributed to common task.
2. Realistic individual task.
3. Continuous redefinition of tasks through interaction.
4. Fluid rights, obligations, and methods.
5. Broad commitment rather than technical.
6. Network control, authority, and communication structure.
7. Mobile knowledge and authority.
8. Lateral communication.
9. Communication of information and advice.
10. Commitment.
11. Affiliation and expertise important.

Much of the literature suggests that institutions are in constant change because of the conflict that exists between bureaucratic and collegial elements. Some of the literature however indicated that the conflict between these two elements was more harmonious than dysfunctional (Benson, 1973; Montagna, 1973; and Ritzer, 1975).

The literature concerning the collegial decision making process relevant to this study consisted of (1) college and university models (Millett (1962), Riley and Baldrige (1977)), (2) research which applied a model to higher education (Demerath, Stevens, and Taylor), (3) theory (Parsons and Platt) and (4) concepts about professionals (Burns).

No studies were found that attempted to compare the collegial model to the bureaucratic or political models by comparing perceptions of higher education administrators by area of responsibility (academic affairs, business affairs, and student affairs) or by type of institution (four year private, four year public, and community college).

#### Political Decision Making

Three major studies which focused on political decision making in higher education were identified. Baldrige (1971) conducted a political case study of a university. Olsen (1976) used a conflict resolution model which was essentially a political model of decision making, and Benson (1973) discussed an approach specifically concerned with the conflict between bureaucratic and collegial elements in organizations. The works of all three are presented.

Baldrige's political model was taken from two main sources, research on community power and interest group, and group theory. Baldrige's model contained a cycle of decision making which consisted of six phases: (1) an emerging issue; (2) interest by different groups that want to express their opinion; (3) surfacing conflict followed by; (4) a legislative process whereby decision makers translated demands into policy; then (5) policy implementation; and (6) feedback. Baldrige, in addition, compared the political, collegial and bureaucratic elements on decision-making. These are presented in Chart 1, page 25. In a subsequent study, Riley and Baldrige (1977) indicated Baldrige's original political model may have overstated the role of conflict and negotiation in decision making. They refined this concept

TABLE 1

	<u>Political</u>	<u>Bureaucratic</u>	<u>Collegial</u>
Basic Image	Political System	Hierarchical	Professional
Change Processes	Primary Concern	Minor Concern	Minor Concern
Conflict	Normal, key to analysis of policy influence	Abnormal, controlled by bureaucratic sanctions	Abnormal, eliminated in a true community of scholars
View of the Social Structure	Pluralistic; fractured by sub-cultures; divergent interest groups	Unitary, integrated by formal bureaucracy	Unitary; united by a community of scholars
Basic Theoretical Foundations	Conflict theory, interest group theory, open community theory	Weberian bureaucratic model; class systems model	Human relations approach; literature on professionalism
View of Decision	Negotiating, bargaining, and political influence	Rationalistic, formal, bureaucratic procedures	Shared collegial decisions
Goal setting and policy; formulation or execution	Emphasis on formulation	Emphasis on execution	Unclear, probably on formulation

Baldrige (1971)

by placing emphasis on the importance of routine decision making processes and also indicated that the political model should not be viewed as a substitute for the bureaucratic and collegial models of decision making in that the bureaucratic and collegial models offer helpful suggestions about the organizational nature of the university but by themselves gloss over the essential aspects of university structure and the decision making processes. The revised assumptions of Baldrige's political model stated that (1) most organizational participants were not active in the political process; (2) active people moved in and out of the decision making process; (3) colleges and universities contained fragmented interest groups with different goals and values; (4) conflict was normal and did not necessarily indicate a breakdown in the organization; (5) authority was limited by political pressure; and (6) external interest groups had a substantial impact on the process of establishing policy.

Olsen (1976) discussed three models of choice operative in organizations. These were the rational decision making model, the conflict resolution model, and the artifactual model. A discussion of the first two models is presented since they are related to political, bureaucratic, and collegial models.

In the conflict resolution model, Olsen described an organization as consisting of rational individuals and subgroups with diverse perspectives, demands, and resources. Events in the organization and the desires of decision makers were closely linked. According to the model,

a coalition of participants benefited if a decision were made; however, no single alternative satisfied all coalition participants. In addition, no value consensus was possible--participants used a bargaining process.

A basic premise of the rational decision making model, Olsen's second model, was that people knew what they wanted and, with the knowledge and power, could obtain the desired results. The bureaucratic and collegial decision making models were based on this premise. Means and ends as well as the reasoning process were emphasized in this model. Events were viewed as a willed product of the decision maker's activity. Value consensus was achieved before a decision was made. Decisions were a product of (1) a priori preferences with defined rules for comparing criteria; (2) a priori alternatives with an unlimited search or the evaluation of the search having calculable costs and returns; and (3) established techniques for relating preferences and alternatives. The rational decision model was in sharp contrast to Olsen's conflict resolution model and Baldrige's political model.

Benson (1973) viewed his conflict theory approach to organizational analysis in a similar manner to the conflict resolution model of Olsen.

Benson's summary of his approach follows

1. Every organization contains fundamental contradictions. From a dialectical perspective, the organizations are characterized by an unstable social order with a tendency toward dissolution. The instability of the organization grows out of inconsistencies and incompatibilities which are never really fully resolved. There always exist contradictions which have not been resolved, and that provide the basis for organizational change.

2. The social order of every organization is politically negotiated. The structural patterns in the organization are to be understood on the basis of political rather than administrative models.
3. The social orders constantly are undergoing change and must be understood on the basis of a process approach. (p. 383)

Benson indicated that his framework was a conflict resolution approach and argued that it should replace the functional approach to the study of formal organizations.

This section presented the political decision making model tested through a case study in a university setting (Baldrige), presented a conflict theory approach specifically related to bureaucratic and collegial segments of organizations (Burns), and presented a conflict theory approach specifically related to bureaucratic segments of organizations (Benson and Olsen).

This review of the literature has emphasized the bureaucratic, collegial, and political decision making processes. A gap exists in the literature in that there was no study which compared the decision making process used by higher education administrators by area of responsibility, nor was there a study which compared the decision making process used by administrators by institutional type. It is reasonable to test the political decision making theory of Baldrige by designing a study to fill this gap in the literature, which may contribute further to an understanding of the decision making process.

## CHAPTER III

### DEVELOPMENT AND VALIDATION OF THE INSTRUMENT

This chapter includes the following sections: the selection of the critical incidents, the construction of the decision making responses, the validation of the responses, and the design and printing of the instrument.

#### Selection of the Critical Incidents

The material used in the critical incidents was gathered from various sources: professional faculty and staff members of the University of Florida and Santa Fe Community College, the Chronicle of Higher Education, professional journals, and the researcher's own experience. Thirteen critical incidents were written to reflect the areas as outlined by Gulick's and Urick's (1937) "PODSCORB" model. "PODSCORB" is a representation of the following administrative functions: planning, organizing, staffing, directing, coordinating, reporting and budgeting. The incidents were written to reflect the various administrative functions as outlined by Gulick and Urick and to permit the respondents to identify with a realistic administrative problem.

Critical incidents I and II and the three responses for each follow. Both incidents are reflective of Gulick's administrative function, coordination.

Critical Incident I

This public four year institution has received a request from a student lesbian and gay society to use meeting space in the college's student union building. Recently, two state legislators and various community and church groups have expressed displeasure at using state facilities and resources to support such groups. Some legislators have also expressed concern about recognizing such groups. The president, before making a decision on this matter, has asked for your input. Please rank order the following responses which might reflect your approach to this issue:

- R.1 \_\_\_\_\_ "The issue should be handled in accordance with state policy, and the appropriate administrator should make the decision after receiving advice from the university attorney."
- R.2 \_\_\_\_\_ "This is a matter which needs full discussion and participation by students, faculty, and staff. The issue should be referred to the Committee on Student Organizations for its recommendation."
- R.3 \_\_\_\_\_ A careful assessment must be made by the President of the possible ramifications of this decision. If the institution might be damaged by recognizing the organization, the President should deny the request."

Critical Incident II

The daughter of a state senator applied for admission to this state university but did not meet the admission standards expected of other incoming freshmen. She was denied admission by the Admissions Committee. The state senator holds a very important position as Vice Chairman of the Senate's Higher Education Committee. The senator has contacted the President and has requested the admission of the daughter. Please rank order the following responses which might reflect your approach to this issue:

- R.4 \_\_\_\_\_ "The President should refer the matter to a representative group of faculty and consult with them regarding their views on the situation."
- R.5 \_\_\_\_\_ "The matter should be referred to the Dean of Admissions, who should make the decision in accordance with university policy."
- R.6 \_\_\_\_\_ "The President should weigh the impact that the decision may have upon the institution, and base his decision on how it may hinder or assist the institution."

Critical Incident III and the three responses follow. This incident is reflective of Gulick's administrative function, reporting.

Critical Incident III

The Vice President for Academic Affairs at a four year private university has proposed recently that the student financial aid office be transferred from student affairs to academic affairs. During the past three years the financial aid office has been criticized by students, faculty and parents. Complaints have focused on long lines and delays in processing. The Vice President for Academic Affairs and the Vice President for Student Affairs have worked well together in the past but this recommendation has caused a problem in their working relationship. The President has asked each Vice President for a recommendation regarding the proposal. Please rank the following responses which might reflect your approach to this issue:

- R. 7 \_\_\_\_\_ "The complaints of students, faculty and parents must be addressed, and the institution should make a visible effort to assure these groups that it is going to correct the problem."
- R.8 \_\_\_\_\_ "The matter should be referred to the Standing University Committee on Student Financial Aid, which will enable faculty, students and staff to submit their recommendation, in an effort to reach consensus."
- R.9 \_\_\_\_\_ "There are written guidelines provided by the professional associations that indicate the best direction the institution should take. These should be provided to the President and all should abide by his/her decision."

Critical incident IV and the three responses follow. This incident is reflective of Gulick's administrative function, planning.

Critical Incident IV

As part of an institutional long range planning effort, the faculty senate of a publicly supported community college has recommended to the President a plan that would require all community college sophomores, in an academic track, to complete successfully a sophomore competency examination before receiving the Associate of Arts degree. The test has been labeled "racially biased" by some minority organizations in the community and the student government association is also opposed to the examination. Recent complaints from four-year institutions in the state have alleged the community college students are not adequately prepared for the rigors of a four year college or university. The President, before making a decision on the matter, has asked for input from the administrative staff. Please rank order the following responses which might reflect your approach to this issue:

- R. 10 \_\_\_\_\_ "The President should consult with experts on this matter. Their professional competence is essential to any decision made. After consultation with the experts consensus can be reached and a decision made."

R.11 \_\_\_\_\_ "Pressure can be expected from external groups to become very intense. Based on previous encounters, an open and impartial public forum should be held, and the decision will have to reflect the influence these groups have."

R.12 \_\_\_\_\_ "The faculty senate should be supported. They have followed institutional policy, procedures and rules in making their recommendation and have a record of responsible actions in the past."

Critical Incident V is reflective of Gulick's administrative function, budgeting, and is as follows:

#### Critical Incident V

Recent legislation has been passed which removes all funding of remedial education programs at all four year public colleges and universities in the state. The legislature has declared that funds are being provided for high schools to develop these skills and refuses to fund colleges to do the same. Community leaders and students in continuing and remedial education courses have urged the President of the state supported community college to support these programs by using private funds. The faculty of the community college is split on the issue. The President, before making a decision, has asked for recommendations from the administrative staff. Please rank order the following responses which might reflect your approach to this issue:

- R.13 \_\_\_\_\_ "The President should follow the intent of the recently passed legislation. While state funds would not be used, the institution, if it funds these programs from private sources, would violate the intent of state law and policy."
- R.14 \_\_\_\_\_ "The President should refer this matter to the academic deans and department chairmen for a decision. These individuals have the professional competency to make the decision."
- R.15 \_\_\_\_\_ "Local community groups have been very supportive of the President and the local community college's effort and programs in the past. The community college's image may suffer irreparable damage if remedial education programs are not funded."

Critical incident VI is reflective of Gulick's administrative function, organizing, and is as follows:

Critical Incident VI

The President of a large private institution has proposed the establishment of a new position, Vice President for Research. The President has been concerned about the lack of direction that has been provided to this area, citing the current decentralization of this responsibility as the major reason for the lack of direction and progress. The President has asked each Vice President to respond to this proposal before deciding what to do. Please rank order the following responses which might reflect your approach to this issue:

- R.16 \_\_\_\_\_ "The President's proposal should be supported. If the President believes there is a need for a Vice President for Research, he/she has the ultimate authority and responsibility for the success of the institution; therefore the President's proposal should be supported."
- R.17 \_\_\_\_\_ "The President should be encouraged to refer this matter to a representative group of research faculty for their study and recommendation. The President's decision should be based on this recommendation."
- R.18 \_\_\_\_\_ "The President should be encouraged to discuss this issue with all interest groups. The creation of a new Vice Presidency could bring criticism from students, faculty, staff and the university's governing board unless they are given the opportunity to be heard. The President's decision will reflect the influence these groups have."

Critical Incident VII is reflective of Gulick's administrative function, directing, and is as follows:

Critical Incident VII

The Vice President for Academic Affairs of a comprehensive public university has directed the Deans of each college to develop a comprehensive academic advising program. This is a response to student, parent and staff complaints about academic advising. There are charges of long lines at registration, inadequate faculty office hours and incorrect academic advice. The Vice President for Academic Affairs has

stated that faculty should be rewarded with tenure and promotion for academic advising as well as teaching and research. However, faculty are upset about this possibility and have voiced their concerns to the President. The President has asked each Vice President for a recommendation concerning this issue. Please rank order the following responses which might reflect your approach to this issue:

R.19 \_\_\_\_\_ "The president should refer this matter to a representative group of faculty, department chairmen, and academic deans. The President should be willing to compromise and seek consensus regarding this issue."

R.20 \_\_\_\_\_ "The President should refer this matter to the Vice President for Academic Affairs and expect him/her to resolve the issue within existing university policies and procedures."

R.21 \_\_\_\_\_ "The President must be responsive to the serious complaints about academic advising. The President must weigh the impact these groups might have on the insitution if he/she does not support the new academic advising program."

Critical incident VIII is reflective of Gulick's administrative function, planning, and is as follows:

#### Critical Incident VIII

The Status of Women's Committee and several student groups have requested the President of a public community college to implement a

proposal that would provide child care facilities for the children of faculty, students and staff. Recently, the state legislature has authorized the use of state allocated funds for child care. The college's position has been that there are other priorities more important than child care at this time and that the money available for child care should be used for these higher priority items. The President in considering the request of the Status of Women's Committee has asked for your recommendation regarding child care. Please rank order the following responses which might reflect your approach to this issue:

R.22 \_\_\_\_\_ "The President should review the priority needs of the institution and study the child care issue by appointing a task force of faculty, students, and administrative staff. The decision should be based on the task force's recommendation."

R.23 \_\_\_\_\_ "The college's priority list was developed over a long period of time within the normal policies and procedures of the college. It would be inappropriate now to fund child care ahead of other priorities and thus deviate from established policy. The President should reject the proposal."

R.24 \_\_\_\_\_ "The Status of Women's Committee has been supportive of the President in the past. The President should weigh the impact that this decision may have on the institution and base his/her decision on how it may hinder or assist the institution."

Critical Incident IX is reflective of Gulick's administrative function, staffing, and is as follows:

Critical Incident IX

The Faculty Senate of a private university has proposed new guidelines for determining tenure and promotion. The plan passed the Faculty Senate by a narrow margin and increases the proportion of faculty who have been awarded tenure and promotion in recent years. However, the Vice President for Academic Affairs has been seriously concerned about the high percentage of tenured faculty, which does not permit many new younger faculty to be hired by the university. In fact, 75 percent of all existing faculty are tenured. Please rank order the following responses which might reflect your approach to this issue:

R.25 \_\_\_\_\_ "The Vice President for Academic Affairs has authority to make this decision and in accordance with institutional policy, should exercise his/her prerogative."

R.26 \_\_\_\_\_ "The President should appoint a special task force of distinguished faculty, alumni and board members to closely examine the Faculty Senate's proposal. The decision should be based on the recommendations of this representative group."

R.27 \_\_\_\_\_ "The President must recognize the concerns of the faculty and weigh the implications if the new guidelines for tenure and promotion are not approved. The Faculty Senate has been supportive of the President in the past and this continued support is critical to the President. The President should approve the plan."

Critical incident X and the three responses follow. This incident is reflective of Gulick's administrative function, planning.

Critical Incident X

The Physical Plant Division of this two year public institution has recently come under attack by the faculty, students and staff. Criticisms point to the alledgedly poor job being done by the Physical Plant in virtually all areas of responsibility--housekeeping, the campus grounds and maintenance. In addition, departments have complained about high costs charged by Physical Plant when work is performed. Some departments claim that the work could be done at a savings by an outside contractor. They have presented a plan to the President to study the possible elimination of the Physical Plant Division in favor of contracting with a private company. Please rank order the following responses which might reflect your approach to this issue.

R.28 \_\_\_\_\_ "The President should meet with a team of professional consultants regarding this issue. A thorough study of the Physical Plant Divison must be made by persons with professional competency in this area. After consultation with these experts, consensus should be reached."

R.29 \_\_\_\_\_ "The complaints are coming from very influential groups, and the President must take strong action to assure these groups that the problems is going to be corrected. The President should implement the proposal."

R.30 \_\_\_\_\_ "The President should refer this matter to the Vice President for Business Affairs for a decision. The Vice President is administratively responsible for this program and should make the decision within established university rules and guidelines."

Critical incident XI is reflective of Gulick's administrative function, directing, and is as follows:

Critical Incident XI

The State Board of Regents and the State Legislature have received a recommendation from the state's Higher Education Coordinating Committee directing that the admission requirements of all state universities be raised. In particular, this recommendation requires all high school students to have a SAT score of 850 and a high school grade point average of 2.5. In addition, high school graduates must have two years of foreign language, three years of math, and four years of english. This recommendation is one of several aimed at improving the quality of the state university system. The President of this state university in deciding whether to support the recommendation has asked the Vice Presidents for their input. Please rank order the following responses which might reflect your approach to the issue:

R.31 \_\_\_\_\_ "The President should refer this matter to the University Admissions Committee for recommendations. After consultation with this group of faculty and students, a decision can be made."

R.32 \_\_\_\_\_ "This is a decision that will affect several interest groups, including students, faculty, alumni and other university constituencies. The President must carefully weight the impact these new standards will have on the university. If the impact will damage the university, the President should not support the recommendation."

R.33 \_\_\_\_\_ "The State Board of Regents is the ultimate authority regarding state education policy development for the university system. It is the President's responsibility to support the position of the State Board of Regents."

Critical incident XII is reflective of Gulick's administrative function, staffing, and is as follows:

Critical Incident XII

As a response to recent budget cuts and in a move to save money, the Vice President for Business Affairs at this four year private university has changed the work schedules of several physical plant employees. The large majority of housekeeping staff have been switched to the night shift. The labor union has strongly objected to this move, suggesting that many of its employees have part-time jobs and families that will be negatively affected. The Vice President for Business Affairs has stated that this policy was made to save money and that the only other alternative is to lay off employees. The union has countered, saying

several employees will have to resign anyway as many cannot work the night shift. The union charges the Vice President with making this change without consulting employees or the union, and to avoid laying people off, changing their hours, knowing that many would resign. The union has appealed the decision to the President. Please rank order the following responses which might reflect your approach to this issue.

R.34 \_\_\_\_\_ "The President should support the Vice President for Business Affairs. He/She is administratively responsible for this area and has made this change in accordance with the rules, procedures and policies of the contract with the union."

R.35 \_\_\_\_\_ "The President should appoint a task force staff to study this issue and to make recommendations to him/her for other possible solutions to the budget problem. The President's decision will be based on this recommendation."

R.36 \_\_\_\_\_ "The labor union has been supportive of the President and the university in the past. The most effective way to resolve this issue is to bargain with them and reach a mutually acceptable decision."

Critical Incident XIII and the three responses follow. This incident is reflective of Gulick's administrative function, organizing.

Critical Incident XIII

Recent trends in higher education have made it necessary for this private university to examine closely the allocation of space, money, and personnel in various academic programs. Student enrollment is rapidly increasing in the engineering, computer science, business, and preprofessional curricula and declining in liberal arts and in education. Space, money, and personnel must be reorganized and reallocated to meet these increasing demands. Resources from departments with declining enrollments must be shifted to areas of growing demands. Please rank order the following responses which might reflect your approach to this issue:

- R. 37 \_\_\_\_\_ "The President should encourage the full participation of all Vice Presidents. He/she should consult with each Vice President individually and as a group seeking consensus."
- R.38 \_\_\_\_\_ "The President by virtue of his/her position is ultimately responsible for the success or failure of the university. The President should use the authority of his/her position and make the decision."
- R.39 \_\_\_\_\_ "This decision will have a significant impact on the institution and requires careful assessment by the President. The President can expect to receive conflicting points of view by various interest groups and must base the decision on this input."

A summary of the incidents reflective of Gulick's classification follow:

Planning:	Critical Incidents	IV X
Organizing	Critical Incidents	VI, XIII
Directing	Critical Incidents	VII, XI
Staffing:	Critical Incidents	IX, XII
Coordinating:	Critical Incidents	I, II
Reporting:	Critical Incidents	III
Budgeting:	Critical Incidents	V, VIII

#### Construction of the Decision Making Responses

The researcher reviewed the literature on each of the decision making processes used in the research. From the review of the literature, the following key words or phrases were selected which reflected the type of decision making process:

1. Bureaucratic--written rules; policies; chain of command; norms; functions regulated by rules and by laws.
2. Collegial--faculty are major decision makers; full participation; professional competency; committee of peers; consensus; consultation; communication.
3. Political--fragmented interest groups; different goals and values; power blocs; small external interest groups govern most decisions; expediency.

The responses to each incident were then constructed to contain key words or phrases that reflected a particular decision making style. Three responses were developed for each critical incident; one response item reflecting the bureaucratic decision making process, one response the collegial, and one the political. The critical incidents were then sent to a panel of expert judges for testing.

#### Validation of the Response Items

In an effort to insure that the instrument was measuring what it was intended to measure, the researcher submitted the instrument to a panel of seven expert judges, each of whom was selected because of his or her professional expertise in the area of administrative decision making (see Appendix C). The researcher determined that agreement among five of the seven judges would establish an item as being valid.

Each judge was selected in advance and advised of the research and his/her role as a judge in the research project. Each person who agreed to act as a judge was mailed a letter and a brief description of the study (Appendix D) which provided the following directions:

1. Read each critical incident and the selected responses for each.
2. Mark each of the three responses as you believe it is representative of B = bureaucratic, C = collegial, P = political.
3. Do not apply the process of elimination. Judge each response in its own right.
4. Completed responses and comments should be returned in the enclosed, self-addressed, stamped envelope.

The responses of the seven judges are presented in Appendix E.

Appendix E reports the 18 critical incidents, the three response items for each, the researcher's classification of the decision making response and the classification of the seven judges. (There is no relationship between the order of the judges in Appendix C and Appendix E.) Of the 54 responses the judges were asked to validate, there was consensus (five of seven) on all of the items.

Three of the judges commented that the instrument was too lengthy. The researcher in response to this concern conducted a pilot study. Fifteen University of Florida administrators were asked to participate. These fifteen individuals were asked to suggest improvements for each critical incident, to make comments on the overall research instrument, and to determine how long the survey took to complete.

Nine of the 15 participants in the pilot study indicated the survey took too long to complete. One person asked the question, "Do you really need all 18 critical incidents?"

The researcher consulted with the chairman of his committee and considered two issues raised by the pilot study participants: the overall length of the survey, 20 typed written pages, and the necessity to use all 18 critical incidents.

A decision was reached that five critical incidents could be deleted in order to reduce the length of the survey. The researcher, when reducing the number of incidents to 13, took into consideration and made sure that the remaining incidents reflected Gulick's PODSCORB model, the type of institutions surveyed and the type of administrative positions surveyed.

#### Design and Printing of the Instrument

A decision was reached that a conventional typed copy of the survey (14 pages) was too lengthy to be useful as a mail survey. The researcher decided to use typesetting and off set printing as a means to reduce the bulkiness of the survey. This arrangement would also increase the chances for a successful return rate from the research sample.

The 14 typewritten pages were typeset to four pages and a single fold four-sided printing format was selected. This format kept the survey to one sheet of paper and avoided the potential loss or misplacement of a part of the survey once it was in the field. A copy of the survey is contained in appendix F.

In chapter III the researcher has discussed the development and validation of the instrument including the selection of the critical incidents, the construction of the decision making responses, the validation of the research items and the design and printing of the instrument. Chapter IV is titled "Presentation and Analysis of the Data" and includes a discussion of the research sample and analysis of the bureaucratic, collegial and political responses.

CHAPTER IV  
PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this study was to test the political decision making theory of Victor Baldrige by comparing it to Millett's collegial decision making theory and Weber's bureaucratic decision making theory. An instrument, consisting of thirteen critical incidents depicting realistic problems in higher education, was designed and used to test the theory. Major academic, business and student affairs administrators at Southern colleges and universities were selected as the research sample. Specifically, answers to the following questions were sought:

1. What are the differences in the decision making process among administrators by area of responsibility: chief business affairs officer, chief student affairs officer, chief academic affairs officer?
2. What are the differences in the decision making process among administrators by the type of institution: public baccalaureate degree granting, private baccalaureate degree granting, and public community college?

3. Are the decision making processes used by the three administrative positions supported by the decision making models of Baldrige, Millett or Weber?

The researcher developed and tested the following hypotheses:

Hypothesis 1. There is no two way interaction between type of administrator and type of institution regarding use of the bureaucratic decision making model.

Hypothesis 2. There are no differences among administrators in the three major institutional positions regarding their use of the bureaucratic decision making model.

Hypothesis 3. There are no differences by type of institution among administrators in the three types of institutions regarding their use of the bureaucratic decision making model.

Hypothesis 4. There is no two way interreaction between type of administrator and type of institution regarding use of the collegial decision making model.

Hypothesis 5. There are no differences among administrators in the three institutional positions regarding their use of the collegial decision making model.

Hypothesis 6. There are no differences by type of institution among administrators in the three types of institutions regarding their use of the collegial decision making model.

Hypothesis 7. There is no two way interaction between type of

administrator and type of institution regarding use of the political decision making model.

Hypothesis 8. There are no differences among administrators in the three institutional positions regarding their use of the political decision making model.

Hypothesis 9. There are no differences by type of institution among administrators in the three institutional positions regarding their use of the political decision making model.

The researcher sought to answer the questions and test the hypotheses by selecting a random sample of administrators from higher education institutions in the Southern United States. In the following sections, the sample, the selection process and the rate of return of the survey instrument are discussed.

#### The Research Sample

A research sample of 270 administrators was randomly selected from a population of private baccalaureate degree granting institutions, public baccalaureate degree granting and public community colleges located in the Southern United States (Florida, Georgia, Alabama, Mississippi, Tennessee, Kentucky, North Carolina, South Carolina, Virginia, Louisiana, Texas) as defined by the Southern Association of Colleges and Schools. A list of random numbers was then used to select 30 institutions for each of the three administrative positions in the study. A random selection with substitutions was used to obtain a sample of 270 administrative titles.

A mailed survey was used for the collection of the data. The first round of surveys was mailed to the sample of 270 administrators. Two weeks later a second mailing was sent to the non-respondents. A return rate of 71.9 percent was received from the sample, or a total of 192 surveys. Six of the 192 surveys could not be analyzed, because they were incomplete or incorrectly completed. The 188 valid responses represent a return rate of 69.6 percent of the research sample. The sample that returned valid responses is described in Table 1.

TABLE 2

Research Sample that Returned  
Valid Responses:  
Administrator by Institution

Administrators	INSTITUTION			Total
	Private Baccalaureate	Public Baccalaureate	Community College	
Business Affairs	15	20	20	55 29.3%
Student Affairs	19	19	27	65 34.6%
Academic Affairs	21	21	26	68 36.1%
	55 29.3%	60 31.9%	73 38.8%	188

As table 2 indicates, the chief academic affairs officer was the administrative position that returned the largest number of surveys (68)

which represented 36.1 percent of all valid responses. Public community college administrators as a category were those by type of institution that returned the largest number of surveys (73), which represented 38.8 percent of the valid responses. The administrative position by type of institution that returned the largest number of surveys (27) was the chief student affairs officer in the public community college. The chief business affairs officer in private institutions returned the lowest number of surveys 15. Administrators in public baccalaureate degree granting institutions returned 60 surveys representing 31.9 percent of all valid responses followed by administrators in the private baccalaureate degree granting institution 55 surveys or 29.3 percent of all valid responses. Chief student affairs administrators returned 65 surveys, 34.6 percent of the valid responses followed by chief business officers' 55 surveys which represented 29.3 percent of all valid responses.

#### Analysis of the Data

This section reviews the data that are relevant to rejecting or failing to reject the null hypotheses developed in Chapter I.

The 39 response statements reflected in the survey instrument represented three decision making models--bureaucratic, collegial and political. Each of the three decision making models was represented in the 13 sets of responses to the critical incidents. Respondents were asked to rank order the responses as follows: (1) most reflective; (2) moderately reflective; and (3) least reflective of their position. The

lower the mean score (minimum 13) the more reflective those responses appeared to be of the administrator's decision making process and the higher the mean score (maximum 39) the less likely the responses reflected the position of the administrator.

To test the null hypotheses developed in Chapter I, a computed F-value was calculated and its probability of occurrence under the null case was determined. The criterion for statistical significance was set equal to .05. If the probability of the F-value was less than .05, the null hypothesis was rejected. The data were analyzed by the two-way analysis of variance (ANOVA) for each of the dependent variables, bureaucratic, collegial, and political decision making. If a hypothesis was rejected, the researcher used the Duncan multiple range test to determine where differences between administrators or institutions existed. The Duncan multiple range test compared the means between type of administrators and between types of institutions. The closer the mean values were between types of administrators or between types of institutions, the less likely was there a significant difference. The larger the differences in the mean values between administrators or between institutions, the more likely a significant difference existed. The researcher was further interested in knowing if significant differences existed between administrators on the individual response items in each group of independent variables (bureaucratic, collegial and political) or if they were negated by the non-significant items in the mean analysis generated by the ANOVA. To answer this question an analysis of each response item was conducted using chi-square by administrator and by institution.

### Analysis of the Bureaucratic Responses

In the effort to determine if administrators and administrators by institution type institutions differed significantly in their use of bureaucratic decision making and to test hypotheses 1, 2 and 3, the first dependent variable that was analyzed was bureaucratic decision making.

Hypothesis 1. There is no two way interaction between type of administrator and type of institution regarding use of the bureaucratic decision making model.

TABLE 3

Frequency, Mean, Standard Deviation, F-Value and Significance Level of Bureaucratic Decision Making as a Function of Institutional Type and Administrative Type

Frequency Mean Std. Deviation	Four Year Private	Four Year Public	Community College	Cumulative Mean
Academic Affairs	21 23.76 3.61	21 24.86 4.22	26 25.15 3.16	24.63
Business Affairs	15 25.00 3.63	20 23.25 4.22	20 24.65 4.68	24.24
Student Affairs	19 27.53 3.08	19 27.58 4.49	27 26.33 2.90	27.04
	25.40	25.18	25.45	
F-Value (1.34)			Significance Level (.26)	

As Table 3 indicates, an F-Value of 1.34 was computed for the dependent variable bureaucratic decision making. The probability of obtaining a computed F-value of this size is .26. Since the probability is greater than .05, the hypothesis should not be rejected. Thus, no two way interaction exists between type of administrator and type of institution regarding their use of bureaucratic decision making. Table 3 also reports the frequencies, means and standard deviations for the three administrative positions and the three types of institutions using bureaucratic decision making as the dependent variable. The sample sizes are consistent with the data reported on Table 2.

Hypothesis 2. There are no differences among administrators in the three major institutional positions regarding their use of the bureaucratic decision making model.

TABLE 4

Frequency, Mean, Standard Deviation, F-Value, and Significance Level of Bureaucratic Decision Making as a Function of Administrative Type

	N	Mean	Standard Deviation	F-Value	Significance Level
Academic Affairs	68	24.63	3.64		
Business Affairs	55	24.24	4.24		
Student Affairs	65	27.04	3.48		
				(10.18)	(0.0001)

For this dependent variable an F-value of 10.18 was computed with a probability of .0001. Since the probability is less than .05, the hypothesis is rejected. Table 4 reports the frequencies, means and standard deviations for the three administrative positions using bureaucratic decision making as the dependent variable. The sample sizes are consistent with the data reported on Table 2.

Since the hypothesis was rejected, the researcher sought to determine where the differences among administrators existed. The Duncan multiple range test, a follow up test to the ANOVA, was used for the bureaucratic variable.

TABLE 5  
Frequency And Mean of Bureaucratic  
Decision Making as a Function of Administrative Type

	N	Mean	Significant *Difference
Academic Affairs	68	24.63	B
Business Affairs	55	24.24	B
Student Affairs	65	27.04	A

\*Means with the same letter are not significantly different

As Table 5 indicates, by comparing means, the chief academic affairs officers and chief business affairs officers do not differ significantly from each other in their use of bureaucratic decision making. However,

both are significantly more likely to the use bureaucratic decision making than are chief student affairs officers.

Hypothesis 3. There are no differences by type of institution among administrators in the three institutional positions regarding their use of the bureaucratic decision making model.

For this hypothesis an F-value of .08 was calculated with a probability of .92. Since the probability is greater than .05, null hypothesis 3 should not be rejected. Thus, no differences exist by type of institutions among the three administrators regarding their use of the bureaucratic decision making model. Table 6 reports the frequencies, means and standard deviations for the three institutions using bureaucratic decision making as the dependent variable. The frequencies are consistent with the data reported in Table 2.

TABLE 6

Frequency, Mean, Standard Deviation, F-value and  
Significance Level of Bureaucratic Decision Making as  
a Function of Institutional Type

	N	Mean	Standard Deviation	F-Value	Significant Level
Four Year Private	55	25.40	3.75		
Four Year Public	60	25.18	4.59		
Community College	73	25.45	3.58		
				(.08)	(.9221)

### Analysis of the Collegial Responses

To determine if administrators and institutions differed significantly in their use of collegial decision making and to test null hypotheses 4, 5 and 6, the second dependent variable that was analyzed was collegial decision making.

Hypothesis 4. There is no two way interaction between type of administrator and type of institution regarding use of the collegial decision making model.

For this hypothesis an F-value of .93 was calculated. The probability of obtaining this F-value is .45. This indicates that null hypothesis 4 should not be rejected. Thus, no two way interaction exists between type of administrator and type of institution regarding use of collegial decision making. Table 7 (page 60) reports the frequencies, means and standard deviations for the three administrative positions and the types of institutions using collegial decision making as the dependent variable.

Hypothesis 5. There are no differences among administrators in the three institutional positions regarding their use of collegial decision making model.

For this hypothesis an F-value of 8.93 was calculated. The probability of obtaining an F-value of this size is .0002 indicating that null hypothesis 5 is rejected. Table 8 (page 60) reports the frequencies, means and standard deviations for the three administrative types using collegial decision making as the dependent variable. The frequencies are consistent with the data reported on Table 2.

TABLE 7

Frequency, Mean, Standard Deviation, F-Value and Significance Level of Collegial Decision Making as a Function of Institutional Type and Administrative Type

Frequency Mean Std. Deviation	Four Year Private	Four Year Public	Community College	Cumulative Mean
Academic Affairs	21 24.38 2.99	21 24.09 3.49	26 25.73 3.38	24.81
Business Affairs	20 27.40 3.27	15 24.60 4.01	20 26.85 4.94	26.44
Student Affairs	19 22.10 3.49	19 24.05 3.82	27 24.11 3.94	23.51
	23.65	25.18	25.44	
F-Value (.93)		Significance Level (.45)		

TABLE 8

Frequency Mean, Standard Deviation, F-Value, and Significance Level of Collegial Decision Making as a Function of Administrative Type

	N	Mean	Standard Deviation	F-Value	Significance Level
Academic Affairs	68	24.81	3.33		
Business Affairs	55	26.44	4.23		
Student Affairs	65	23.51	3.83		
				(8.93)	(0.0002)

Since this hypothesis was rejected the researcher sought to determine where the differences among administrators existed. The Duncan follow-up test to the ANOVA was used for the collegial variable.

TABLE 9

Frequency and Mean of Collegial Decision Making as a Function of Administrative Type

	N	Mean	*Significance Difference
Academic Affairs	68	24.81	B
Business Affairs	55	26.44	A
Student Affairs	65	23.51	B

\* Means with the same letters are not significantly different.

When the means in Table 9 were compared, the Duncan test indicated that chief academic affairs officers and chief student affairs officers do not differ significantly in their use of the collegial decision making process but both are significantly more likely to use this process than are chief business officers.

Hypothesis 6. There are no differences by type of institution among administrators in the three types of institutions regarding their use of the collegial decision making model.

For this hypothesis an F-value of 3.66 and a probability of .03 were calculated. Since the probability of obtaining an F-value of 3.66 is less than .05, hypothesis 6 is rejected. Table 10 reports the frequencies, means and standard deviations for the three institutional types.

TABLE 10

Frequency, Mean, Standard Deviation, F-Value, and Significance Level of Collegial Decision Making as a Function of Institutional Type

	N	Mean	Standard Deviation	F-Value	Significance Level
Four Year Private	55	23.65	3.59		
Four Year Public	60	25.18	3.81		
Community College	73	25.44	4.15		
				(3.66)	(0.03)

Since hypothesis 6 was rejected the researcher sought to determine where the difference among institutions existed. The Duncan multiple range test was used for the collegial variable. When the means of the institutions were compared (Table 11) they indicated that administrators in private baccalaureate degree granting institutions are significantly more likely than administrators in public community colleges and public baccalaureate degree granting institutions to use the collegial decision making process.

TABLE 11  
 Frequency And Mean of Collegial Decision  
 Making as a Function of Institutional Type

	N	Mean	Significance Difference
Four Year Private	55	23.65	B
Four Year Public	60	25.18	A
Community College	73	25.44	A

\* Means with same letters are not significantly different.

#### Analysis of the Political Responses

To determine if administrators and institutions differed significantly in their use of the political decision making model and to test hypothesis 7, 8, and 9, the third dependent variable that was analyzed was political decision making.

Hypothesis 7. There is no two way interaction between type of administrator and type of institution regarding use of the political decision making model.

For hypothesis 7 an F-value of 1.21 was calculated. The probability of obtaining this F-value was .31. Since the probability is greater than .05, hypothesis 7 should not be rejected. Therefore no two-way interaction exists between type of administrator and type of institution regarding their use of political decision making. Table 12 reports the frequencies, means and standard deviations for the three administrative

positions and the three institutional types using political decision making as the dependent variable.

TABLE 12

Frequency, Mean, Standard Deviation, F-Value, and Significance Level for Political Decision Making as a Function of Administrative Type and Institutional Type

Frequency Mean Standard Deviation	Four Year Private	Four Year Public	Community College	Cumulative Means
Academic Affairs	21 29.86 3.37	21 29.05 3.56	26 27.08 3.31	28.54
Business Affairs	15 28.40 4.44	20 27.35 2.98	20 26.50 3.52	27.32
Student Affairs	19 28.37 3.32	19 26.32 3.50	27 27.56 3.51	27.43
	28.95	27.62	27.10	
F-Value (1.21)		Significance Level (.31)		

Hypothesis 8. There are no differences among administrators in the three institutional positions regarding their use of the political decision making model.

For this hypothesis an F-value of 2.32 and a probability of .10 were calculated. Since the probability is greater than .05, null hypothesis 8

should not be rejected. Thus, there are no differences among the three administrative types in their use of the political decision making model. Table 13 reports the frequencies, means and standard deviations for the three administrative types using political decision making as the dependent variable. The frequencies are consistent with the data reported on Table 2.

TABLE 13

Mean, Frequency, Standard Deviation, F-Value, and Significance Level of Political Decision Making as a Function of Administrative Type

	N	Mean	Standard Deviation	F-Value	Significance Level
Academic Affairs	68	28.54	3.56		
Business Affairs	55	27.32	3.63		
Student Affairs	65	27.43	3.49		
				(2.32)	(0.10)

Hypothesis 9. There are no differences by type of institution among administrators in the three major institutional positions regarding their use of the political decision making model.

An F-value of 4.46 and a probability of .01 were calculated for this hypothesis. Since the probability of obtaining this F-value (.01) is less than .05, hypothesis 9 should be rejected. Table 14 reports the frequencies, means and standard deviations for the three institutional types using political decision making as the dependent variable. The frequencies are consistent with the data reported on Table 2.

TABLE 14  
 Frequency, Mean, Standard Deviation, F-Value, and  
 Significance Level of Political Decision Making  
 as a Function of Institutional Type

	N	Mean	Standard Deviation	F-Value	Significance Level
Four Year Private	55	28.95	3.67		
Four Year Public	60	27.62	3.49		
Community College	73	27.10	3.42	(4.46)	(0.01)

Since hypothesis 9 was rejected, the researcher sought to determine where the differences among institutions existed. The Duncan follow-up test to the ANOVA was used for the political variable.

Table 15 indicates by comparison of means that administrators in public baccalaureate degree granting institutions and public community colleges do not differ significantly in their use of the political decision making but both are more likely to use the political decision making process than administrators in private baccalaureate degree granting institutions.

TABLE 15  
 Frequency and Mean Comparison of Political  
 Decision Making as a Function of Institutional Type

	N	Mean	*Significance Level
Four Year Private	55	28.95	A
Four Year Public	60	27.62	B
Community College	73	27.10	B

\* Means with same letters are not significantly different

Table 16 reports the cumulative means by administrative type for the three dependent variables. The lower the cumulative mean score for each dependent variable the more reflective those responses appeared to be of the administrator's decision. The higher the cumulative mean, the less likely the responses appeared to be reflected of the administrator's decision.

TABLE 16  
 Cumulative Means by Administrator Type for the Three  
 Dependent Variables (Collegial, Breaucratic, and Political)

Administrator	Collegial	Bureaucratic	Political
Academic Affairs	24.81	24.63	28.54
Business	26.44	24.44	27.32
Student Affairs	23.51	27.04	27.42

Table 16 indicated, as did previous analyses, that chief academic affairs officers tended to be more bureaucratic and collegial in their decision making than political. Chief business affairs officers tended to be more bureaucratic in their decision making than collegial or political and chief student affairs officers appeared to be more collegial in their decision making than bureaucratic or political.

The researcher was further interested in knowing if administrators differed significantly at the .05 level on the 39 individual responses (13 for each of the 3 dependent variables: bureaucratic, collegial, political or if the differences were cancelled by the mean analysis generated by the ANOVA.

To answer this question, an item analysis using chi-square by administrator and by institution was conducted. The chi-square and probability coefficients for each response to the dependent variables are reported on Tables 17, 18, and 19.

Table 17 reports the 13 responses that were developed to measure bureaucratic decision making. Of the 13 responses as a function of the independent variable administrators, four responses (R.12, R.13, R.20 and R.33) yielded chi squares of 10.0, 23.48, 19.62 and 11.27 with probability coefficients of .04, .0001, .0006 and .02 respectively. This indicated that a difference existed between administrators on each of these bureaucratic response items. Of the 13 responses that were developed to measure bureaucratic decision making as a function of institutional type, no response yielded chi-squares that had a probability level which met the criteria for statistical significance of less than .05.

Table 18 reports the 13 responses that were developed to measure collegial decision making. Of the 13 responses as a function of the independent variable administrators, four responses (R.2, R.4, R.14 and R.35) yielded chi-squares of 16.16, 10.74, 10.74, and 11.04 with probability coefficients of .003, .03, .03 and .03 respectively. This indicated that a difference existed between administrators on collegial response items. The chi-squares were calculated for the collegial responses as a function of institutional type. This yielded one response (R.14) with a chi-square of 11.40 and a probability coefficient of .02. This indicated that a difference existed on this response item among administrators by institutional type.

Table 19 reports the 13 responses that were developed to measure political decision making. Of the 13 responses as a function of the independent variable administrators three responses (R.6, R.11 and R.36) yielded chi-squares of 10.84, 12.31 and 12.42 with probability coefficients of .03, .02 and .01. This indicated that a difference existed on these response items between administrators and political decision making.

The chi-square were calculated for the political responses as a function of institutional type. This yielded one response (R.15) with a chi-square of 13.12 and a probability coefficient of .01. This indicated that a difference on this item existed among administrators by institutional type.

The chi-square was calculated to determine if administrators differed on individual response items or if the differences were cancelled by the non-significant items in the mean analysis. The researcher found this to be true in one instance. The chi-square found differences among three response items by administrators in their use of political decision making. However the non-significant items in the mean analysis cancelled these differences found in the individual response items.

Chapter IV has discussed the research sample, the selection process, and the rate of return of the survey instrument. In addition the analysis of the data was reported. The analysis indicated the following:

1. Chief academic affairs officers and chief business affairs officers do not differ significantly from each other in their use of bureaucratic decision making but both are significantly more likely to use bureaucratic decision making than chief student affairs administrators.
2. Chief academic affairs officers and chief student affairs officers do not differ significantly in their use of collegial decision making but both are significantly more likely to use this process than are chief business officers.
3. Administrators in private baccalaureate degree granting institutions are significantly more likely than administrators in public community colleges and public baccalaureate degree granting institutions to use the collegial decision making process.

TABLE 17  
 Chi-Squares and Probability for  
 Bureaucratic Response Items by Administrator and  
 by Institution

Bureaucratic Response PX <sup>2</sup>	By Administrator		By Institution	
	Chi-Square	PX <sup>2</sup>	Chi-Square	
R.1	4.64	0.34	3.86	0.43
R.5	9.25	0.06	7.15	0.13
R.9	3.92	0.42	4.77	0.31
R.12	10.00	0.04	4.72	0.32
R.13	23.48	0.0001	7.78	0.10
R.16	6.28	0.18	7.98	0.09
R.20	19.62	0.0006	9.19	0.06
R.23	6.33	0.18	0.33	0.99
R.25	1.72	0.79	3.84	0.43
R.30	8.87	0.07	4.14	0.39
R.33	11.27	0.02	7.95	0.09
R.34	7.86	0.10	2.88	0.58
R.38	6.80	0.15	2.40	0.66

TABLE 18  
Chi Squares and Probability for  
Collegial Response Items by Administrator and  
by Institution

Collegial Response	By Administrator		By Institution	
	Chi Square	PX <sup>2</sup>	Chi Square	PX <sup>2</sup>
R.2	16.16	0.003	9.33	0.053
R.4	1.33	0.86	7.58	0.11
R.8	10.74	0.03	6.88	0.14
R.10	7.70	0.10	4.62	0.33
R.14	10.74	0.03	11.40	0.02
R.17	4.81	0.31	6.56	0.16
R.19	6.48	0.17	5.14	0.27
R.22	.883	0.93	5.28	0.26
R.26	9.08	0.06	4.08	0.40
R.28	9.15	0.06	2.77	0.59
R.31	3.71	0.45	3.40	0.49
R.35	11.04	0.03	1.54	0.82
R.37	3.63	0.46	2.93	0.57

TABLE 19  
Chi Squares and Probability for  
Political Response Items by Administrator and  
by Institution

Political Response	By Administrator		By Institution	
	Chi Square	PX <sup>2</sup>	Chi Square	PX <sup>2</sup>
R.3	8.26	0.08	6.52	0.16
R.6	10.84	0.03	7.99	0.09
R.7	3.28	0.51	6.19	0.19
R.11	12.31	0.02	4.56	0.34
R.15	7.28	0.12	13.12	0.01
R.18	2.55	0.64	3.96	0.41
R.21	9.21	0.06	4.59	0.33
R.24	7.11	0.13	7.93	0.09
R.27	4.20	0.38	4.85	0.30
R.29	2.89	0.58	5.95	0.20
R.32	7.06	0.13	4.90	0.30
R.36	12.42	0.01	4.47	0.35
R.39	4.84	0.30	2.77	0.60

4. Administrators in public community colleges and public baccalaureate degree granting institutions do not differ significantly in their use of the political decision making but both are more likely to use this process than administrators in private baccalaureate degree granting institutions.
5. Chief academic affairs officers tended to be more bureaucratic and collegial than political in their decision making.
6. Chief business officers tended to be more bureaucratic in their decision making than either collegial or political.
7. Chief student affairs officers tended to be more collegial in their decision making than either bureaucratic or political.

Chapter V is titled "Summary and Conclusions." In Chapter V the results of the study are discussed in relationship to the three different dependent variables (bureaucratic, collegial, political decision making) and the independent variables (administrator and institutional type). In addition, conclusions are stated and recommendations are suggested.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

The final chapter of this study consists of five sections. Section one is a review of the study followed by a summary of the major findings in section two. Section three presents the conclusions with discussion of the results in section four and section five addressing the possible implications for further research.

The study utilized an instrument developed by the researcher. The 13 critical incidents and 39 decision making responses which comprised the instrument were validated by a national panel of expert judges. Each of the 13 critical incidents had three responses with each response reflecting one of the three decision making models under investigation.

The research sample was selected from colleges and universities in the Southern United States as defined by the Southern Association of Colleges and Schools. A total of 270 chief administrators from three different areas of administrative responsibility (academic affairs, business affairs and student affairs) and from three types of institutions (private baccalaureate degree granting, public baccalaureate degree granting and public community college) was selected to participate in the study. The Yearbook of Higher Education was used to

identify the names and addresses of the randomly selected administrators.

The research instrument was mailed to each of the 270 administrators and produced a return rate of 69.6 percent. The rank ordered responses of the 188 administrators were statistically analyzed using the two-way analysis of variance. A probability coefficient of less than .05 was established to reject the null hypothesis. The Duncan multiple range test was used to find out exactly where significant differences existed if the researcher rejected the null hypothesis. A chi-square for each response was calculated to determine if administrators differed significantly on individual response items.

#### Major Findings

The researcher analyzed three problem statements for each of the three dependent variables (bureaucratic, collegial and political decision making). The problem statements were analyzed by stating them in null hypothesis form. Of the nine hypotheses tested four were rejected at the established probability level of .05 or less.

The statistical analysis indicated the following major findings:

1. Chief academic affairs officers and chief business affairs officers do not differ significantly in their use of bureaucratic decision making. However, both are more likely to use the bureaucratic decision making model than chief student affairs administrators.
2. Chief academic affairs officers and chief student affairs

officers do not differ significantly in their use of collegial decision making. However, both are significantly more likely to use the collegial decision making model than chief business affairs officers.

3. Administrators in private baccalaureate degree granting institutions are significantly more likely than those working in public community colleges and public baccalaureate degree granting institutions to use collegial decision making.
4. Administrators in public baccalaureate degree granting institutions and public community colleges do not differ significantly in their use of the political decision making model. However, administrators in both institutions are more likely to use the political decision making model than administrators in private baccalaureate degree granting institutions.
5. Chief student affairs officers tended to be more bureaucratic and collegial in their decision making than political.
6. Chief business officers tended to be more bureaucratic in their decision making than either collegial or political.
7. Chief student affairs officers tended to be more collegial in their decision making than either bureaucratic or political.

### Conclusions

The findings of the study led the researcher to the following conclusions:

1. Of the three decision making models under investigation (Weber's bureaucratic model, Millett's collegial model, and Baldrige's political model) no single model emerged as the dominant decision making model. The study indicated that all three models are useful and provide a framework by which administrators make decisions.
2. The instrument developed by the researcher does clearly discriminate for statistical purposes the significant differences among administrators as to the decision making processes used.
3. There are significant differences among the three types of administrators participating in this study regarding their use of the bureaucratic and collegial decision making models.
4. There are significant differences among administrators by institutional type regarding their use of the collegial and political decision making models.
5. Chief academic affairs officers tended to be more bureaucratic and collegial in their decision making. Chief business officers tended to be more bureaucratic and chief student affairs tended to be collegial in their decision making. No single group of administrators tended to be political in their decision making.

### Discussion

The results of the study indicated that no single group of administrators tended to use Baldrige's political decision making model but instead favored the collegial or bureaucratic models of decision making. One factor that could explain this tendency is the fact that Baldrige's decision making model was developed in 1971 when higher education institutions were faced with student protests and outside influences that bordered on turmoil. Higher education institutions survived this disruptive period of time and institutions today may be the more reflective of the times when both Millett (1962) and Weber (1947) developed their collegial and bureaucratic decision making models. Thus this may explain why administrators tended to favor the collegial and bureaucratic models of decision making.

The study found that chief business affairs and chief academic affairs officers were more likely to use bureaucratic decision making than were chief student affairs officers. One might speculate that this difference may be due to the types of decisions made by each type of administrator on a day to day basis. For example chief business affairs officers typically make decisions as they relate to accounting, budgeting, unionized personnel and the physical plant. Chief academic affairs officers make decisions as they relate to faculty unions, graduation requirements and the curriculum. These types of decisions may be more reflective of a bureaucratic decision making response. Chief student affairs officers deal with students on a day to day basis and their decisions often times are not based strictly on rules, regulations

or procedures. Thus, the chief student affairs officer often times may use a collegial approach.

Chief academic affairs officers were found to be both collegial and bureaucratic in their decision making. One might speculate that this could be the result of working with faculty (collegial) while at the same time working with faculty unions (bureaucratic).

Administrators in private baccalaureate degree granting institutions were more likely to be collegial in their decision making when compared with administrators in public community colleges and public baccalaureate degree granting institutions. Administrators in the two types of public institutions were more likely to use the political decision making model than their counterparts in the private institutions. Speculation regarding this finding is difficult. The researcher suggests however that public institutions tend to be more politicized in nature than their private counterparts since funding for public institutions comes from the state legislatures as a result of the political process. It is conceivable that this political process is continued at the institutional level. Most private institutions, on the other hand, receive little or no direct funding from public funds and thus may be less likely to be influenced by the political process.

#### Possible Implications for Further Research

The study indicates the need for further research in several areas. The study found differences in the decision making process among administrators and among administrators by institutional type but did not

attempt to answer the questions of how or why these differences existed. Could the differences be the result of the types of decisions administrators make or a result of their varied responsibilities? Are there institutional characteristics that contribute to an administrator's tendency to use one particular decision making model? Further research could address these issues as well as the following:

1. The study was limited to the comparison of three decision making model (bureaucratic, collegial and political). Additional research could focus on the same plus different decision making models such as Chaffee's (1983) rational decision making and organized anarchy.
2. The critical incidents used in the study to describe administrative problems are limited to administrative activities as defined by Gulick's and Urick's 1937 PODSCORB model. Future research could focus on administrative activities using a different administrative model.
3. The sample for the study could be changed or expanded to include additional educational staff and various demographic factors (sex, age, race, level of education and years of service) could be used as independent variables to determine possible interaction with the decision making process.
4. Different types of institutional categories including the multicampus could be studied and used for the sample. Demographic information about institutions regarding age, sex, race and degrees offered is a possibility.

5. Sample populations from the same institution could be studied to determine similarities and differences in their decision making process.
6. A study could be conducted to determine if a relationship exists between types of decisions made and the use of a particular decision making model.
7. Since Chief Academic Affairs officers were found to be both collegial and bureaucratic in their decision making further research is needed to clarify this finding.

APPENDIX A

COVER LETTER TO SELECTED ADMINISTRATORS

March 15, 1984

Dear

Mr. Tom Dougan is conducting a study of administrative decision making in higher education under the sponsorship of the Institute of Higher Education.

The purpose of this letter is to request your participation in this study. The study seeks to compare the decision making processes used by higher education administrators by area of responsibility and by institutional type.

The critical incidents presented by Mr. Dougan's survey are relevant and reflective of situations in which your president/chancellor expects that you will provide recommendations in accordance with administrative operations of the institution. Although the alternatives do not exhaust the possibilities, please confine yourself to rank ordering the responses specified in the survey according to your best judgement.

We will appreciate very much your cooperation and assistance with the study and will provide you a copy of the findings if you so indicate on the survey. In order to tabulate all the replies, we are requesting the return of your completed survey by March 29, 1984.

Cordially,

James L. Wattenbarger, Director  
Institute of Higher Education

APPENDIX B

SECOND COVER LETTER TO SELECTED ADMINISTRATORS

April 2, 1984

Dear

Several weeks ago the Institute of Higher Education mailed a survey to a selected sample of chief business affairs administrators at colleges and universities of the Southeast. To date we have had a good response.

To the best of our knowledge, we have not yet received your survey. However, it is possible that it is in the mail at this time. If you have returned the survey please disregard this letter.

We are most anxious to insure that a representative sample of chief business affairs administrators are included in this study. If you would take several minutes to complete the enclosed study, we would be most grateful. We expect to begin tabulation of the data in mid April and would appreciate receiving your survey as soon as possible.

Your participation in this study is greatly appreciated.

Cordially,

James L. Wattenbarger, Director  
Institute of Higher Education

APPENDIX C

JUDGES SELECTED TO VALIDATE INSTRUMENT

Judges Selected to Validate the Research Instrument

Dr. Louis Bender  
Florida State University

Dr. Fred F. Harcleroad  
University of Arizona

Dr. Ralph Kimbrough  
University of Florida

Dr. S. V. Martorana  
Pennsylvania State University

Dr. Michael Nunnery  
University of Florida

Dr. Richard Richardson  
Arizona State University

Dr. James Wattenbarger  
University of Florida

APPENDIX D  
COVERED LETTER AND  
DESCRIPTION OF STUDY TO THE JUDGES

5620 N. W. 25th Street  
Gainesville, FL 32607  
November 29, 1983

Dr. Louis W. Bender, Director  
Department of Educational Leadership  
Room 107, Stone Building  
Florida State University  
Tallahassee, FL 32306

Dear Dr. Bender:

As per our phone conversation of last week, Dr. James Wattenbarger, Director of the Institute of Higher Education at the University of Florida, suggested that I contact you to participate as a judge in this research project. I appreciate your willingness to participate and I have attached a brief description of the study and a copy of the survey to this letter with the following directions:

1. Read each critical incident and the responses for each.
2. Mark each of the responses as you believe it is representative of B = bureaucratic, C = collegial, P = political.
3. Do not apply the process of elimination. Judge each response in its own right.
4. Completed responses and comments should be returned in the enclosed self-addressed, stamped envelope.

Again, Dr. Bender, thank you for your interest and willingness to participate in this research project.

Sincerely,

Thomas R. Dougan

### BRIEF DESCRIPTION OF THE STUDY

The purpose of this study is to test the decision making model as described by Victor Baldrige (1971) and to determine whether Baldrige's decision making model is supported by the responses of administrators in three types of positions at three types of institutions. The study further tested Baldrige's decision making model by contrasting this theory to Millett's (1962) collegial decision making model and Weber's (1946) bureaucratic decision making model. The researcher developed a questionnaire composed of eighteen critical incidents and three responses for each incident that was used to test Baldrige's decision making theory.

APPENDIX E

RESPONSE OF JUDGES TO THE INSTRUMENT

APPENDIX E  
Responses of Judges to Instrument

Critical Incident	Response	Dougan	Judges						
			A	B	C	D	E	F	G
I	1	B	B	B	B	B	B	B	B
	2	C	C	C	C	C	C	C	C
	3	P	P	P	P	P	P	P	P
II	4	C	C	C	C	C	C	C	C
	5	B	B	B	B	B	B	B	B
	6	P	P	P	P	P	P	P	P
III	7	P	P	P	P	P	P	P	P
	8	C	C	C	C	C	C	C	C
	9	B	B	B	B	B	B	B	B
IV	10	C	B	C	P	C	C	C	C
	11	P	P	P	B	P	P	P	P
	12	B	C	B	C	B	B	B	B
V	13	B	B	B	B	B	B	B	B
	14	C	C	C	C	C	C	C	C
	15	P	P	P	P	P	P	P	P
VI	16	B	B	B	B	B	B	B	B
	17	C	C	C	C	C	C	C	C
	18	P	P	P	P	P	P	P	P
VII	19	C	C	C	C	C	C	C	C
	20	B	B	B	B	B	B	B	B
	21	P	P	P	P	P	P	P	P
VIII	22	C	C	C	C	C	C	C	C
	23	B	B	B	B	B	B	B	B
	24	P	P	P	P	P	P	P	P
IX	25	B	B	B	B	B	B	B	B
	26	C	C	C	C	C	C	C	C
	27	P	P	P	P	P	P	P	P



APPENDIX F  
RESEARCH INSTRUMENT

A Study of Administrative  
Decision Making  
Processes in Higher Education

GENERAL INFORMATION

1. The term "decision making process" as used in this study refers to the process used by you to reflect your recommendation, position or response regarding critical incidents.
2. The term "critical incident" as used in this study refers to an abbreviated case study which provides managers with challenges similar to the real world environment.
3. The numerical designation in the right-hand corner of the survey is for the purpose of a follow-up mailing, in the case of nonresponse. The results will reflect responses by groups of administrators and will not identify individual responses.
4. The responses to each of the critical incidents are written to provide a framework from which recommendations on the incident can be made.

DIRECTIONS

In your role as an administrator at your institution, you are asked to read each of the critical incidents and the set of three responses and rank order the responses as follows:

- 1 The response which is MOST reflective of your position.
- 2 The response which is MODERATELY reflective of your position.
- 3 The response which is LEAST reflective of your position.

Complete surveys should be returned in the self-addressed, stamped envelop which has been provided.

Critical Incident I

This public four year institution has received a request from a student lesbian and gay society to use meeting space in the college's student union building. Recently, two state legislators and various community and church groups have expressed displeasure at using state facilities and resources to support such groups. Some legislators have also expressed concern about recognizing such groups. The president, before making a decision on this matter, has asked for your input. Please rank order the following responses which might reflect your approach to this issue:

\_\_\_\_\_ "The issue should be handled in accordance with state policy, and the appropriate administrator should make the decision after receiving advice from the university attorney."

\_\_\_\_\_ "This is a matter which needs full discussion and participation by students, faculty, and staff. The issue should be referred to the Committee on Student organizations for its recommendation."

\_\_\_\_\_ A careful assesement must be made by the President of the possible ramifications of this decision. If the institution might be damaged by recognizing the organization, the President should deny the request."

Critical Incident II

The daughter of a state senator applied for admission to this state university but did not meet the admission standards expected of other incoming freshmen. She was denied admission by the Admissions Committee. The state senator holds a very important position as Vice Chairman of the Senate's Higher Education Committee. The senator has contacted the President and has requested the admission of the daughter. Please rank order the following responses which might reflect your approach to this issue:

\_\_\_\_\_ "The President should refer the matter to a representative group of faculty and consult with them regarding their views on the situation."

\_\_\_\_\_ "The matter should be referred to the Dean of Admissions, who should make the decision in accordance with university policy."

\_\_\_\_\_ "The President should weigh the impact that the decision may have upon the institution, and base his decision on how it may hinder or assist the institution."

Critical Incident III

The Vice President for Academic Affairs at a four year private university has proposed recently that the student financial aid office be transferred from student affairs to academic affairs. During the past three years the financial aid office has been criticized by students, faculty and parents. Complaints have focused on long lines and delays in processing. The Vice President for Academic Affairs and the Vice President for Student Affairs have worked well together in the past but this recommendation has caused a problem in their working relationship. The President has asked each Vice President for a recommendation regarding the proposal. Please rank order the following responses which might reflect your approach to this issue:

\_\_\_\_\_ "The complaints of students, faculty and parents must be addressed, and the institution should make a visible effort to assure these groups that it is going to correct the problem.

\_\_\_\_\_ "The matter should be referred to the Standing University Committee on Student Financial Aid, which will enable faculty, students and staff to submit their recommendation, in an effort to reach consensus."

\_\_\_\_\_ "There are written guidelines provided by the professional associations that indicate the best direction the institution should take. These should be provided to the President and all should abide by his/her decision.

Critical Incident IV

As part of an institutional long range planning effort, the faculty senate of a publicly supported community college has recommended to the President a plan that would require all community college sophomores, in an academic track, to complete successfully a sophomore competency examination before receiving the Associate of Arts degree. The test has been labeled "racially biased" by some minority organizations in the community and the student government association is also opposed to the examination. Recent complaints from four-year institutions in the state have alleged the community college students are not adequately prepared for the rigors of a four year college or university. The President, before making a decision on the matter, has asked for input from the administrative staff. Please rank order the following responses which might reflect your approach to this issue:

\_\_\_\_\_ "The President should consult with experts on this matter. Their professional competence is essential to any decision made. After consultation with the experts consensus can be reached and a decision made."

\_\_\_\_\_ "Pressure can be expected from external groups to become very intense. Based on previous encounters, an open and impartial public forum should be held, and the decision will have to reflect the influence these groups have."

\_\_\_\_\_ "The faculty senate should be supported. They have followed institutional policy, procedures and rules in making their recommendation and have a record of responsible actions in the past."

Critical Incident V

Recent legislation has been passed which removes all funding of remedial education programs at all four year public colleges and universities in the state. The legislature has declared that funds are being provided for high schools to develop these skills and refuses to fund colleges to do the same. Community leaders and students in continuing and remedial education courses have urged the President of the state supported community college to support these programs by using private funds. The faculty of the community college is split on the issue. The President, before making a decision, has asked for recommendations from the administrative staff. Please rank order the following responses which might reflect your approach to this issue:

\_\_\_\_\_ "The President should follow the intent of the recently passed legislation. While state funds would not be used, the institution, if it funds these programs from private sources, would violate the intent of state law and policy."

\_\_\_\_\_ "The President should refer this matter to the academic deans and department chairmen for a decision. These individuals have the professional competency to make the decision."

\_\_\_\_\_ "Local community groups have been very supportive of the President and the local community college's effort and programs in the past. The community college's image may suffer irreparable damage if remedial education programs are not funded."

Critical Incident VI

The President of a large private institution has proposed the establishment of a new position, Vice President for Research. The President has been concerned about the lack of direction that has been provided to this area, citing the current decentralization of this responsibility as the major reason for the lack of direction and progress. The President has asked each Vice President to respond to this proposal before deciding what to do. Please rank order the following responses which might reflect your approach to this issue:

\_\_\_\_\_ "The President's proposal should be supported. If the President believes there is a need for a Vice President for Research, he/she has the ultimate authority and responsibility for the success of the institution; therefore the President's proposal should be supported."

\_\_\_\_\_ "The President should be encouraged to refer this matter to a representative group of research faculty for their study and recommendation. The President's decision should be based on this recommendation."

\_\_\_\_\_ "The President should be encouraged to discuss this issue with all interest groups. The creation of a new Vice Presidency could bring criticism from students, faculty, staff and the university's governing board unless they are given the opportunity to be heard. The President's decision will reflect the influence these groups have."

Critical Incident VII

The Vice President for Academic Affairs of a comprehensive public university has directed the Deans of each college to develop a comprehensive academic advising program. This is a response to student, parent and staff complaints about academic advising. There are charges of long lines at registration, inadequate faculty office hours, and incorrect academic advice. The Vice President for Academic Affairs has stated that faculty should be rewarded with tenure and promotion for academic advising as well as teaching and research. However, faculty are upset about this possibility and have voiced their concerns to the President. The President has asked each Vice President for a recommendation concerning this issue. Please rank order the following responses which might reflect your approach to this issue:

\_\_\_\_\_ "The President should refer this matter to a representative group of faculty, department chairmen, and academic deans. The President should be willing to compromise and seek consensus regarding this issue.

\_\_\_\_\_ "The President should refer the matter to the Vice President for Academic Affairs and expect him/her to resolve the issue within existing university policies and procedures."

\_\_\_\_\_ "The President must be responsive to the serious complaints about academic advising. The President must weigh the impact these groups might have on the institution if he/she does not support the new academic advising program."

Critical Incident VIII

The Status of Women's Committee and several student groups have requested the President of a public community college to implement a proposal that would provide child care facilities for the children of faculty, students and staff. Recently, the state legislature has authorized the use of state allocated funds for child care. The college's position has been that there are other priorities more important than child care at this time and that the money available for child care should be used for these higher priority items. The President in considering the request of the Status of Women's Committee has asked for your recommendations regarding child care. Please rank order the following responses which might reflect your approach to this issue:

\_\_\_\_\_ "The President should review the priority needs of the institution and study the child care issue by appointing a task force of faculty, students, and administrative staff. The decision should be based on the task force's recommendation."

\_\_\_\_\_ "The college's priority list was developed over a long period of time within the normal policies and procedures of the college. It would be inappropriate now to fund child care ahead of other priorities and thus deviate from established policy. The President should reject the proposal."

\_\_\_\_\_ "The Status of Women's Committee has been supportive of the President in the past. The President should weigh the impact that this decision may have on the institution and base his/her decision on how it may hinder or assist the

Critical Incident IX

The Faculty Senate of a private university has proposed new guidelines for determining tenure and promotion. The plan passed the Faculty Senate by a narrow margin and increases the proportion of faculty who have been awarded tenure and promotion in recent years. However, the Vice President for Academic Affairs has been seriously concerned about the high percentage of tenured faculty, which does not permit many new, younger faculty to be hired by the university. In fact, 75 percent of all existing faculty are tenured. Please rank order the following responses which might reflect your approach to this issue:

\_\_\_\_\_ "The Vice President for Academic Affairs has authority to make this decision and in accordance with institutional policy, should exercise his/her prerogative."

\_\_\_\_\_ "The President should appoint a special task force of distinguished faculty, alumni and board members to closely examine the Faculty Senate's proposal. The decision should be based on the recommendations of this representative group."

\_\_\_\_\_ "The President must recognize the concerns of the faculty and weight the implications if the new guidelines for tenure and promotion are not approved. The Faculty Senate has been supportive of the President in the past and this continued support is critical to the President. The President should approve the plan."

Critical Incident X

The Physical Plant Division of this two year public institution has recently come under attack by the faculty, students and staff. Criticisms point to the alledgedly poor job being done by the Physical Plant in virtually all areas of responsibility - housekeeping, the campus grounds and maintenance. In addition, departments have complained about high costs charged by Physical Plant when work is performed. Some departments claim that the work could be done at a savings by an outside contractor. They have presented a plan to the President to study the possible elimination of the Physical Plant Division in favor of contracting with a private company. Please rank order the following responses which might reflect your approach to this issue:

\_\_\_\_\_ "The President should meet with a team of professional consultants regarding this issue. A thorough study of the Physical Plant Division must be made by persons with professional competency in this area. After consultation with these experts, consensus should be reached.

\_\_\_\_\_ "The complaints are coming from very influential groups, and the President must take strong action to assure these groups that the problem is going to be corrected. The President should implement the proposal."

\_\_\_\_\_ "The President should refer this matter to the Vice President for Business Affairs for a decision. The Vice President is administratively responsible for this program and should make the decision within established university rules and guidelines."

Critical Incident XI

The State Board of Regents and the State Legislature have received a recommendation from the state's Higher Education Coordinating Committee directing that the admission requirements of all state universities be raised. In particular, this recommendation requires all high school students to have an SAT score of 850 and a high school grade point average of 2.5. In addition, high school graduates must have two years of foreign language, three years of math, and four years of English. This recommendation is one of several aimed at improving the quality of the state university system. The President of this state university in deciding whether to support the recommendation has asked the Vice Presidents for their input. Please rank order the following responses which might reflect your approach to the issue:

\_\_\_\_\_ "The President should refer this matter to the University Admissions Committee for recommendations. After consultation with this group of faculty and students, a decision can be made."

\_\_\_\_\_ "This is a decision that will affect several interest groups, including students, faculty, alumni and other university constituencies. The President must carefully weigh the impact these new standards will have on the university. If the impact will damage the university, the President should not support the recommendation."

\_\_\_\_\_ "The State Board of Regents is the ultimate authority regarding state education policy development for the university system. It is the President's responsibility to support the position of the State Board of Regents."

Critical Incident XII

As a response to recent budget cuts and in a move to save money, the Vice President for Business Affairs at this four year private university has changed the work schedules of several physical plant employees. The large majority of housekeeping staff have been switched to the night shift. The labor union has strongly objected to this move, suggesting that many of its employees have part-time jobs and families that will be negatively affected. The Vice President for Business Affairs has stated that this policy was made to save money and that the only other alternative is to lay off employees. The union has countered, saying several employees will have to resign anyway as many cannot work the night shift. The union charges the Vice President with making this change without consulting employees or the union, and to avoid laying people off, changing their hours, knowing that many would resign. The union has appealed the decision to the President. Please rank order the following responses which might reflect your approach to this issue:

\_\_\_\_\_ "The President should support the Vice President for Business Affairs. He/She is administratively responsible for this area and has made this change in accordance with the rules, procedures and policies of the contract with the union."

\_\_\_\_\_ "The President should appoint a task force staff to study this issue and to make recommendations to him/her for other possible solutions to the budget problem. The President's decision will be based on this recommendation."

\_\_\_\_\_ "The labor union has been supportive of the President and the university in the past. The most effective way to resolve this issue is to bargain with them, and reach a mutually acceptable decision.

Critical Incident XIII

Recent trends in higher education have made it necessary for this private university to examine closely the allocation of space, money, and personnel in various academic programs. Student enrollment is rapidly increasing in the engineering, computer science, business, and preprofessional curricula and declining in liberal arts and in education. Space, money, and personnel must be reorganized and reallocated to meet these increasing demands. Resources from departments with declining enrollments must be shifted to areas of growing demand. Please rank order the following responses which might reflect your approach to this issue:

\_\_\_\_\_ "The President should encourage the full participation of all Vice Presidents. He/she should consult with each Vice President individually and as a group seeking consensus."

\_\_\_\_\_ "The President by virtue of his/her position is ultimately responsible for the success or failure of the university. The President should use the authority of his/her position and make the decision."

\_\_\_\_\_ "This decision will have a significant impact on the institution and requires careful assessment by the President. The President can expect to receive conflicting points of view by various interest groups and must base the decision on this input."

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## BIOGRAPHICAL SKETCH

Born in Erie, Pennsylvania, on May 22, 1949, Thomas R. Dougan was educated in the public schools of Harbor Creek Township. He graduated from Harbor Creek High School, Harbor Creek, Pennsylvania, in 1967.

Mr. Dougan entered Edinboro State College in Edinboro, Pennsylvania, and in 1971 received the Bachelor of Science degree in math education. In 1971 he entered graduate school at Western Illinois University in Macomb, Illinois. In 1973 Mr. Dougan received the Master of Science degree in college student personnel administration.

Mr. Dougan held the position of Director of Student Activities at Longwood College in Farmville, Virginia, from 1973 to 1975. He held a similar position at Capital University in Columbus, Ohio, from 1975 to 1977. Mr. Dougan has held the position of Assistant Dean for Student Services at the University of Florida in Gainesville, Florida, since 1977.

Mr. Dougan is married to the former Karen McClune of Edinboro, Pennsylvania. They have three children, Brian, age eight; Katie, age four; and Jennifer, age one.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



---

C. A. Sandeen, Chairman  
Professor of Educational Administration  
and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



---

J. L. Wattenbarger  
Professor of Education Administration  
and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



---

H. C. Riker  
Professor of Counselor Education

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

December, 1984

*David C. Smith* (N)  
\_\_\_\_\_  
Dean, College of Education

\_\_\_\_\_  
Dean for Graduate Studies and  
Research

